



2010

Course Catalog



Message From the Director



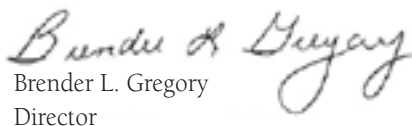
Welcome to the Department of Human Resources (DCHR) Course Catalog. We are pleased to offer a variety of relevant, timely, and dynamic programs to meet employees' training and performance needs to better serve the citizens of the District of Columbia.

Our commitment to keep pace with the latest learning solutions requires us to expand in several areas. We've increased our e-learning menu with Rosetta Stone's online language learning program, providing employees an opportunity to learn up to 31 languages that are compliant with the District's Language Access Act of 2004. In addition, District HR professionals have the option to utilize our link to the Society for Human Resources Management (SHRM) e-courses. These two programs complement our existing e-learning programs in business and health courses and they are available to District employees via our e-learning portal.

One significant change this year is the incorporation of the Managerial Supervisory Service (MSS) and Supervisory training into a two-tiered Management and Leadership Development Series. All courses under this series will be open to both MSS and non-MSS managers and supervisors. No mandatory MSS courses will be offered this year. Other new developments include our Career Development Series—an initial set of offerings for our Career Development Management and Planning Program; the Professional Development Series where employees can obtain training to prepare for national certification examinations; and our "Lunch and Learn" training sessions consisting of short, hands-on training and/or information workshops. Back by popular demand, DCHR will offer instructor-led computer classes on Microsoft Office 2007 programs.

As the training arm for the District, DCHR has partnered with a number of District agencies such as the Office of Contracting and Procurement (OCP) and Office of Human Rights (OHR) to streamline and promote training courses. Last, but not least, we are establishing relationships with higher education institutions to secure educational benefits for District employees.

At DCHR, we are committed to helping employees improve their skills to work smarter, faster, and be more productive. We look forward to assisting you with your training and professional development in FY2010.


Brender L. Gregory
Director

Workforce Development Administration Goal

The D.C. Department of Human Resources (DCHR), Workforce Development Administration (WDA) provides training, workforce planning and organizational development programs and activities that increase the knowledge, skills and competencies of District government employees to enable them to provide the highest quality and most cost-effective services to the District of Columbia. The Administration is composed of the following divisions: Programs and Training.

DCHR WDA offers a complete online course catalog and a summary of the training programs. District government employees can find more information about the course schedule, individual programs, registration and training policies on the DCHR Web site www.dchr.dc.gov.

WDA's Contact Information

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Competency Definitions

Core Competencies

Communication

Presents ideas and information verbally and in writing in a clear, concise manner. Shares information with and informs others on a timely basis using appropriate and easily understood language. Able to articulate agency mission and goals.

Customer Service

Partners with internal and external customers to provide high-quality service. Demonstrates consistent and continual adherence to all prescribed District customer service goals and standards. Treats all customers in a professional and courteous manner.

Accountability

Demonstrates personal responsibility for ensuring the completion of work assignments as prescribed. Uses District supplies, equipment, vehicles, uniforms, technology, etc., in an efficient manner and appropriately reuses and discards these items.

Goal Attainment

Leverages knowledge of agency and District government vision, mission and values to consistently execute duties and responsibilities. Capable of seeing the effect that day-to-day work has on the work of the team, agency and District government overall.

Job Knowledge

Exhibits an understanding and knowledge of profession. Works to improve job knowledge by taking courses, becoming certified or licensed, maintaining certification or licensure, attending conferences and seminars, seeking out a mentor, etc.

Supervisor Competencies

Leadership

Creates and nurtures a performance-based culture that supports efforts to realize the District government's mission and accomplish its goals. Inspires, motivates and guides others and partners with others to ensure goals are met.

Operational and Strategic Planning

Contributes to the development, execution and evaluation of the agency's strategic plan. Displays a keen awareness of and attention to short- and long-term goals, stakeholder interests and exploring opportunities for cross-agency collaboration.

Management of Others

Identifies the potential in others. Provides ongoing feedback to improve performance. Encourages meaningful career development opportunities for staff. Conducts full scope of performance management responsibilities to ensure a well-functioning staff.

Generic Competencies

Flexibility/Adaptability

Works effectively in dynamic situations that require the ability to multitask. Manages competing priorities by adapting the approach used to meet changing business needs, with a focus on the details as well as the big picture.

Teamwork

Facilitates and maintains cooperative working relationships by teaming with others to create an environment in which goals are accomplished. Capable of collaborating with a diverse group of people and sharing knowledge and expertise with the group.

Innovation

Uses skills and abilities to generate and apply creative solutions to challenging situations. Perseveres in the face of obstacles, such as lack of resources or resistance to an idea. Capable of using different approaches until success is achieved.

Productivity

Assumes responsibility for contributing the maximum output of effort to a task, while maintaining quality and meeting agency and District government goals. Capable of balancing the time spent on a project with the resources allocated to it.

Problem Solving

Capable of resolving issues to the mutual satisfaction of all parties. Considers all facets of a situation, determines a workable solution and evaluates its effectiveness. Explores creative options for resolving difficult situations.

Negotiation

Presents information with the intent of reaching a mutually beneficial resolution that accomplishes both short- and long-term goals. Understands compatible and conflicting interests to invent new options that satisfy both parties' needs.

Use of Technology

Contributes to District government's efforts to create a paperless environment in which processes are automated for increased efficiency. Seeks out ways to improve knowledge of technology to enhance work product and service to customers.

Initiative

Anticipates future needs of agency and District government through observation and research. Offers recommendations and demonstrates a willingness to implement them. Seeks opportunities to support the work of colleagues by serving as a resource.

Technical Ability

Applies depth and breadth of knowledge of specialty to ensure the accuracy and comprehensibility of work product and service. Actively involved in optimizing skill set through continuing education, with the intent of becoming an expert.

Mechanical Ability

Uses job knowledge to ensure the competent and effective operation of mechanical equipment. Seeks opportunities for continuing education, with the intent of enhancing work product and becoming an expert. Willingly shares knowledge with colleagues.

Frequently Asked Questions

Who can attend these classes?

All District government employees working in agencies receiving appropriated dollars may enroll in classes. Priority is given, however, to employees in agencies under the personnel authority of the Mayor.

How many courses may I take?

There are no restrictions on the number of courses that an employee may take; however, a separate registration must be completed and signed by the employee's supervisor for each class.

When and where do I go to class?

The specific location, date and time of each class is listed in the WDA course schedule. The confirmation notice confirming registration in the class also contains this information.

How should I plan my classes to have the best chance of being enrolled in the class of my choice and not be rescheduled?

Classes fill quickly. Give yourself at least a month or two to plan for classes.

Can I attend class without a confirmation notice?

No. Only participants with a confirmation notice will be admitted to class.

Will attendance be taken at each class?

Yes. Attendance records will be reported to each human resource manager or training coordinator who, in turn, will make them available to supervisors and/or agency directors.

What if I arrive late to class? Will I be admitted?

The WDA attendance and tardiness policy states that participants arriving after the first **15 minutes** of class will not be admitted and will be classified as "too late to attend" and treated as a no-show. (Refer to policy on page 12.). **Late employees who are not able to attend classes will be required to return to work.**

What do I do if I'm sick on the first day of class?

Contact your training coordinator (TC), who should notify WDA in writing on the day of class. If WDA is not notified on the day of the class, your agency will be recorded as a "no-show."

If I miss a class assignment or do not perform it successfully, will I receive a certificate?

No. All assignments and exercises must be completed successfully and approved by the instructor before you can receive a certificate.

Where do I go if I still have questions about which classes to take or in what sequence?

Your supervisor should help you plan your training program. You may also contact your TC or the human resources advisor for your agency. The names and telephone numbers of all TCs are listed on the DCHR Web site. If you still have questions, you may call WDA at (202) 727-1523.

Can I take courses that I'm interested in for my own advancement or must I take courses that are job related?

WDA offers professional and career development courses online and in the classroom. Instructor-led courses and some online training, however, are at the discretion of your manager. Your supervisor has the authority to reject, substitute or reorder the sequence of your classes to ensure that your first priority is to enhance your job performance.

What is the role of my supervisor?

The role of your supervisor is to advise and counsel you on the classes to take in the context of your current job and your most recent performance review.

What is the role of the training coordinator?

The TC is the point of contact between employees and WDA. You will notify this person if you want to register for a course or change or cancel a course.

What if I have a disagreement with my supervisor or training coordinator about what classes to take? Who makes the final decision?

In the event of a disagreement, remember that your supervisor, your agency director or the WDA Associate Director must approve any course you wish to take.

Does my agency director have the authority to make certain courses mandatory as prerequisites for taking the advanced courses?

Yes. The supervisor, with advice and guidance from the TC and agency director, makes these decisions.

If I'm new to the Management Supervisory Service (MSS), what courses do I have to take?

For fiscal year 2010, no mandatory MSS courses will be offered. All managers (MSS and non-MSS) will have the option of selecting Tier I and Tier II courses.

How do I register for online courses?

You can access the online courses through the DCHR e-Learning Web site at <http://elearning.dc.gov>. Online registration forms are available for each online program. The registration form is located on the intranet and is accessible only to D.C. government employees on the D.C. wide area network.

What if I do not have access to a computer at work to access the online programs?

The DCHR WDA Language Laboratory is a specialized resource center that provides computer-based learning and online instruction for District government employees by appointment only. Appointments are available for two sessions daily. Morning sessions are held from 9 am to 12 pm. Afternoon sessions are held from 1 pm to 4 pm. To register for an appointment, contact your agency's training coordinator.

Where do I go if I still have questions in addition to the information posted on the <http://elearning.dc.gov> Web site?

Your first point of contact is your agency's TC. If you still have questions, you may contact the online program administrator at online.training@dc.gov.

Can I skip prerequisite courses if I think that I have significant experience with the subject?

No. WDA policy states that an employee may only enroll in a class for which he/she has met the prerequisite. Therefore, you must take the prerequisite course unless you have proof that you have successfully completed a similar course in the past.

Is there a dress code policy for training?

Yes. WDA training is on government time in a government facility; therefore, business-casual attire is required. WDA reserves the right to remove participants who are dressed inappropriately; this action will be counted as a "no-show." Employees will be required to return to their offices if they are unable to participate in training.

Training Policies

Registration

Registration procedures for WDA courses are available on the WDA intranet site at dchr.in.dc.gov or through your agency training coordinator (TC). Applications will be processed on a first-come, first-served basis. An employee may enroll only in a class for which he/she has fulfilled the prerequisite. If an employee wishes to have the prerequisite for a course waived, he/she must discuss this option with WDA by calling (202) 727-1523.

WDAs online courses can be accessed through the DCHR e-Learning Web site at <http://elearning.dc.gov>. Online registration forms are available for each online program and are accessible to D.C. government employees on the D.C. wide area network.

Course Cancellations

If an employee cannot attend a course, he/she must notify the agency TC immediately. It is the responsibility of the employee to inform the TC and confirm the cancellation in writing with WDA if he/she cannot attend the training. If the TC is unavailable, the employee must ensure that WDA has been informed no later than two (2) days before class. E-mail notifications are acceptable. Supervisors will be informed about employees who have not cancelled and who fail to attend a class.

Course Completions and Certificates

Certificates are granted only to employees who attend each day of the class and demonstrate the skills contained in the course learning outcomes. Employees who miss the first day of a training class will be dropped from that course. A new registration shall then be required to take the course. Employees who fail to complete two sessions of one class due to absences will not be permitted to attend the remainder of that particular course or receive their certificate.

Certificates will be granted after evaluations are completed.

Learning Environment

Eating and drinking (with the exception of water) are not permitted in classrooms. No drinks are allowed in computer classrooms. Employees are also requested to turn off electronic devices such as cellular phones and beepers and to refrain from making or taking calls while in the classroom. Employees who disregard WDA policies may be asked to leave the class and will not be permitted to repeat the session.

Dress

All training participants are required to attend WDA classes dressed in appropriate business-casual attire. WDA reserves the right to remove participants who arrive dressed inappropriately; this action will be counted as a “no-show.” Employees will be required to return to their offices if they are unable to participate in training.

Disability Accommodations

WDA can provide classroom accommodations for employees with physical disabilities. Please contact WDA at (202) 727-1523 at least fifteen (15) business days in advance so that arrangements can be made.

Severe Weather/Emergency Policy

If the District government is closed because of severe weather or other emergencies, all courses sponsored by WDA are cancelled and will be rescheduled. In addition, when the District government is open on a delayed basis or with the “liberal leave” policy in effect, all courses are cancelled and will be rescheduled. All registrants will be notified of rescheduled dates by the WDA registrar. Please contact your agency TC or WDA by calling (202) 727-1523.

Information on Continuing Education Units (CEUs)

The DCHR Workforce Development Administration offers credit in the form of continuing education units (CEUs) for all courses you take. CEUs are used nationwide to maintain records of completion of organized postsecondary education. One CEU is granted for every ten (10) hours of class participation. For those on management and other professional career paths, CEUs are widely recognized as evidence

of educational attainment. You may apply these credits toward various degree programs or use them to earn or maintain professional credentials. The policies of individual academic institutions and professional organizations vary. Therefore, please check the policies of your institution or professional group. To earn CEUs and receive a certificate of completion, you must attend the entire class.

Government of the District of Columbia DCHR

District Personnel Manual Issuance System

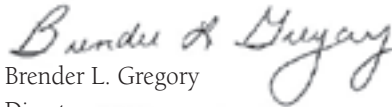
DPM Instruction No 13-6

SUBJECT: Attendance and Tardiness Policy—
Workforce Development Administration
Date: October 19, 2009

The purpose of this instruction is to remind District government employees interested in attending training courses offered by the Workforce Development Administration (WDA) of the attendance and tardiness policy. All training participants are expected to attend each class session for which they have a confirmed registration and to arrive on time. Participants are required to sign in at the beginning and at the end of the class and remain for the entire session. A **“late”** designation will be noted on the sign-in sheet for participants arriving during the first 15 minutes of class. Those arriving **after the first 15 minutes** will not be admitted and will be classified as **“too late to attend”** and treated as a **“no-show.”** Participants leaving at least one hour prior to the end of the session will receive a **“left early”** designation on the sign-in sheet and may not receive certification for the class.

Employees who wish to withdraw from a registered class must provide written notification to the WDA at least three business days before the start of the class. Employees who fail to notify the WDA during this timeframe or who do not attend their confirmed class session will be considered “no-shows.” Agencies may be assessed a charge payable to WDA for each “no show” employee.

Employees’ attendance and tardiness information will be reported to their agency Human Resources Advisor (or designated training representative) on a monthly basis.


Brender L. Gregory
Director

DCHR e-Learning Program

The DCHR Workforce Development Administration E-Learning Program is an online employee training development portal designed to help District government employees advance their personal and professional development at work or at home. With the exception of MindLeaders' Occupational Safety and Health Administration (OSHA) courses, employees receive certificates upon successful mastery of each topic they study.

Available Programs

MindLeaders

MindLeaders, an online technology-based, self-paced program helps District government employees advance their professional and personal development. The online program offers more than 750 online courses in the Business, Occupational Safety Health, and MS Office Series that are accessible at work or at home.

Online Rosetta Stone Language Learning Program

Rosetta Stone enables District government employees the unique opportunity to learn more than 30 languages with the leading provider of technology-based language learning solutions. Through this online, self-directed

resource, employees can access the language learning program at their own pace at work or at home. Training coordinators and managers must register employees for the online Rosetta Stone Language Learning program.

Online Society for Human Resources Management (SHRM) e-Learning Program

SHRM e-Learning delivers online training to District government human resource (HR) professionals through a series of HR courses facilitated by leading industry experts. The SHRM e-Learning program offers such features as recertification credits, latest HR information and critical compliance solutions. Only HR advisors and D.C. Department of Human Resources employees are eligible to register for this online program.

Registration Procedures for DCHR e-Learning

The online courses can be accessed through the DCHR e-Learning Web site at <http://elearning.dc.gov>. Online registration forms are available for each online program. The registration forms are located on the intranet and are accessible to D.C. government employees on the D.C. wide area network.

DCHR e-Learning Course Offerings

DCHR e-Learning (through MindLeaders) offers more than 750 courses in the Business, Occupational Safety Health, and MS Office Series. A complete course listing can be obtained on the DCHR e-Learning site.

Business Series

The e-Learning business series offers more than 100 categories, including the following:

- 401(k) Plans
- Microsoft Access 2
- Basics of Business Math
- Budgeting and Saving
- Building Relationships
- Business Ethics
- Career Development (Videos)
- Coaching (Videos)
- Communicating With Power
- Communication (Videos)
- Computer Basics
- Computing Concepts
- Crystal Reports
- Customer Service
- Dealing With Difficult People
- Dreamweaver
- Effective Business Communication
- Effective Presentations
- Estate Planning
- Excel
- Finance (Videos)
- Flash
- FrontPage 2000
- Fundamentals of Business Management
- Global Business
- Grammar
- GroupWise
- Instructional Design
- Microsoft Internet Explorer
- Interview Skills
- Introduction to PCs
- Investing Fundamentals
- Leadership (Videos)
- Leading Teams (Videos)
- Lotus Notes
- Management Skills Introduction
- Managing Change
- Managing Within the Law
- Motivation
- Negotiating

- Microsoft Office
- Microsoft Outlook
- Paint Shop Pro 5
- Photoshop
- Microsoft PowerPoint
- Professional Certification 2005
- Microsoft Project
- Project Management
- Project Management From a People Perspective
- QuickBooks
- QuickBooks 2004
- Retirement Planning
- Sales and Marketing
- SAP R/3 Release 4.6
- Sarbanes-Oxley Act
- Self-Management
- Sexual Harassment in the Workplace
- SharePoint
- Six Sigma
- Stress Management
- Teams That Work
- Time Management Fundamentals
- Visio 2002
- Windows
- Microsoft Word
- Work and Life Balance
- Workplace Environment
- Microsoft Works

Health and Safety OSHA 10 Courses

- Bloodborne Pathogens
- Electrical Hazards
- Fire Protection
- Flammable and Combustible Liquids
- Hazard Communication
- Introduction to OSHA
- Machine Guarding
- Personal Protective Equipment
- Safety and Health Programs
- Walking and Working Surfaces

Computer Technology Training

The goal of computer application training at WDA is to help employees use the power of technology as a tool to work smarter, faster and more productively. Our commitment to keeping pace with change by investing in information technology also requires an investment in the ongoing development of employees' skills and knowledge.

WDA offers classroom training that encompasses most entry-level computer application in the Microsoft Office Suite. All courses are competency-based and are designed to help employees reach and maintain high levels of performance in their work environments.

WDA's Computer Technology Training section consists of two major components: Personal Computer Application (PCA) Series and Technical Computer Application (TCA) Series. The PCA Series provides employees with the basic skills they need to effectively operate a personal computer in the workplace. It includes introductory courses that teach basic computer skills for beginners as well as intermediate and advanced courses for more experienced employees. The TCA Series is a collaborative effort with the Office of the Chief Technology Officer (OCTO) to provide employees with hands-on computer training on select computer applications.

Personal Computer Application Series

The PCA Series provides employees with the basic skills they need to operate a personal computer in the workplace. It includes introductory courses that teach basic computer skills for beginners and intermediate and advanced courses for more experienced users.

The PCA Series includes the following courses:

- [Introduction to Personal Computers](#)
- [Microsoft Access 2007—Introductory, Intermediate and Advanced Levels](#)
- [Microsoft Excel 2007—Introductory, Intermediate and Advanced Levels](#)
- [Microsoft Office 2007—New Features](#)
- [Microsoft Outlook 2007—Introductory Level](#)
- [Microsoft PowerPoint 2007—Introductory Level](#)
- [Microsoft Project 2007—Introductory Level](#)
- [Microsoft Publisher 2007—Introductory Level](#)
- [Microsoft Word 2007—Introductory, Intermediate and Advanced Levels](#)

200 Introduction to Personal Computers 3 hours (1 three-hour day–0.3 CEUs)

Description

In this series employees receive an introduction personal computers. They will learn what a PC is and what an operating system is. They will learn basic computer skills, such as turning on a computer, logging on to Windows, and working with files. Employees will also learn to identify and use the major components of a PC, both externally and internally, including the disk drive, monitor, mouse, keyboard, and printer.

Objective

- Learn the basic skills necessary to operate a personal computer.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Open to all employees

Prerequisites

None

201 Microsoft Access 2007—Introductory Level..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the basic skills necessary to begin using Microsoft Access 2007. They will design and create databases, tables, queries, forms and reports.

Objectives

- Understand database concepts and terminology and explore the Microsoft Office Access 2007 environment.
- Build a new database with related tables.
- Manage the data in a table.
- Query a database using different methods.
- Design forms.
- Generate reports.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who wants to get the most out of using Access 2007

Prerequisites

Familiarity with Microsoft Windows 98, 2000, NT or XP

202 Microsoft Access 2007—Intermediate Level..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn intermediate-level operations of the Microsoft Access program. This course is for individuals whose job responsibilities include maintaining data integrity; handling complex queries, forms and reports; and sharing data between Access and other applications. This course is also a prerequisite to taking more advanced courses in Access 2007.

Objectives

- Modify the design and field properties of a table to streamline data entry and maintain data integrity.
- Retrieve data from tables using joins.
- Create flexible queries to display specified records, allow for user-determined query criteria and modify data using queries.
- Enhance the capabilities of a form.
- Customize reports to organize the displayed information and produce specific print layouts.
- Share Access data across other applications.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who wants to get the most out of using Access 2007.

Prerequisites

Microsoft Access 2007—Introductory Level

203 Microsoft Access 2007—Advanced Level..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will extend their knowledge into some of the more specialized and advanced capabilities of Microsoft Access by structuring existing data, writing advanced queries, working with macros, enhancing forms and reports and maintaining a database.

Objectives

- Structure existing data.
- Write advanced queries.
- Simplify tasks with macros.
- Make reports more effective.
- Maintain an Access database.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who understand the basics of creating and using data objects, including tables, queries, forms and reports

Prerequisites

Microsoft Access 2007—Intermediate Level

204 Microsoft Excel 2007—Introductory Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

In this series beginning and intermediate Microsoft Excel users will learn about creating and editing spreadsheets, what is new in the 2007 version, the Excel interface, navigating, editing and working with text, values and formulas, printing, formatting, creating charts and databases and using images and hypertext in a spreadsheet.

Objectives

- Create a spreadsheet.
- Manage worksheets.
- Create charts and databases.
- Learn hypertext and other tips.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who wants to get the most out of using Excel 2007

Prerequisites

None

205 Microsoft Excel 2007—Intermediate Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the skills and concepts necessary to work with Microsoft Excel to create templates, sort and filter data, import and export data, analyze data and work with the program on the Web.

Objectives

- Enhance the workbook.
- Automate workbook creation by using templates.
- Analyze data by using pivot tables and pivot charts.
- Work with graphic objects.
- Calculate with advanced formulas.
- Sort and filter data.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees with Microsoft Excel 2007—Introductory level experience who understand data types (text, numbers and formulas)

Prerequisites

Microsoft Excel 2007—Introductory Level

206 Microsoft Excel 2007—Advanced Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will extend their knowledge into some of the more specialized and advanced capabilities of Microsoft Excel by automating some common tasks, applying advanced analysis techniques to more complex data sets, collaborating on worksheets with others and sharing Excel data with other applications.

Objectives

- Increase productivity and improve efficiency by streamlining workflow.
- Collaborate with others using workbooks.
- Work with multiple workbooks.
- Use Excel with the Web.
- Structure workbooks with XML.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who understand basic and intermediate levels of Excel 2007

Prerequisites

Microsoft Excel 2007—Intermediate Level

207 Microsoft Office 2007—New Features 3 hours (1 three-hour day–0.3 CEUs)**Description**

Employees will learn the features of Microsoft Office 2007 that are new to the Office system. Employees will learn about the Microsoft Office button, Ribbon tabs and Ribbon groups, galleries, contextual Ribbon tabs, Live Preview, the Dialog Box Launcher and the Mini toolbar to name a few. Dedicated time will be given for new features in Word, Excel, PowerPoint, Outlook and Access.

Objective

- Receive an introduction to the new features in Microsoft Office 2007.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who have Microsoft Office 2003 experience

Prerequisites

Microsoft Office 2003

208 Microsoft Outlook 2007—Introductory Level..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

In the Microsoft Outlook 2007 series of courses employees learn how to use the major components of the Outlook 2007 program: Mail, Calendar, Contacts, Tasks and Notes. Topics include navigating between Outlook modules and reading, sending, customizing and organizing e-mail messages. Employees will also find out how to schedule appointments, add and use information about contacts and create tasks and notes. In addition, they will learn about the collaboration, security and personalization features of Outlook 2007.

Objectives

- Learn how to use the basic features of Outlook 2007.
- Manage messages.
- Personalize Outlook and learn other tips.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who wants to get the most out of using Outlook 2007

Prerequisites

Familiarity with Microsoft Windows 98, 2000, NT or XP

209 Microsoft PowerPoint 2007—Introductory Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

In the PowerPoint 2007 series beginning and intermediate PowerPoint users will learn about creating and editing presentations and individual slides, outlining presentations and printing presentations. They will also learn topics such as formatting presentations and slides and using masters, color schemes and templates. Employees will find out how to incorporate pictures, clip art, sound, video and animation into a presentation. Finally, employees will learn to use PowerPoint with the Internet and when collaborating with others.

Objectives

- Receive an introduction to PowerPoint.
- Maximize presentation effectiveness.
- Use color, masters and templates.
- Use drawings, charts, sound and video.
- Use animation, Web pages and collaboration.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who wants to get the most out of using PowerPoint 2007

Prerequisites

Experience with Microsoft Windows 2000 and XP and familiarity with word processing programs such as Microsoft Word

210 Microsoft Project 2007—Introductory Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the basics of Microsoft Office Project 2007. The course includes how to set up a project, manage project files, create a task list, schedule tasks, view a schedule, define and assign resources and costs, track a project, analyze progress, and revise a schedule.

Objectives

- Identify the steps involved in project planning and how project management software can be helpful.
- Plan a project using Microsoft Project 2007.
- Link tasks effectively and work with time constraints.
- Assign resources and their work schedules to tasks.
- Effectively use the different views and reports available in Microsoft Project 2007.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who have some project management experience and are familiar with terms such as Gantt chart, task, critical path and resource, although no knowledge of Microsoft Project 2007 is required

Prerequisites

A good understanding of formal project management terminology, tools and techniques

211 Microsoft Publisher 2007—Introductory Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn how to use Microsoft Publisher 2007 to create and publish a wide variety of publications for desktop printing, commercial printing, e-mail distribution or viewing on the Web.

Objectives

- Create a one-page publication.
- Modify a publication's layout and structure.
- Edit content in the publication.
- Format a publication.
- Identify the options for distributing a publication.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Open to all employees

Prerequisites

Experience with personal computers, a Windows environment and word processing

212 Microsoft Word 2007—Introductory Level..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the basic skills necessary to begin using Microsoft Word 2007.

Objectives

- Create a document.
- Edit documents by locating and modifying text.
- Add tables and graphic elements to a document.
- Proof documents to make them more accurate.
- Control a document's page setup and its overall appearance.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who understand basic concepts involved in working with a personal computer; no prior knowledge of Word is assumed

Prerequisites

Experience with Microsoft Windows 98, 2000, NT or XP

213 Microsoft Word 2007—Intermediate Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the intermediate features of Microsoft Word 2007.

Objectives

- Manage lists.
- Present a professional appearance to documents by customizing formatting.
- Customize styles for document elements.
- Automate common tasks.
- Perform mail merges.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees with Microsoft Word 2007—Introductory Level experience

Prerequisites

Microsoft Word 2007—Introductory Level

214 Microsoft Word 2007—Advanced Level 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the advanced features of Microsoft Word 2007.

Objectives

- Use Microsoft Office Word 2007 with other programs.
- Collaborate on documents.
- Manage document versions.
- Add reference marks and notes.
- Use XML in Word.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees with Microsoft Word 2007—Intermediate Level experience

Prerequisites

Microsoft Word 2007—Intermediate Level

Technical Computer Application Series

The current courses offered in the Technical Computer Application (TCA) Series focus on the District of Columbia Geographic Information Systems (DC GIS) program by providing District government employees with the skills they need to use geographic information systems (GIS) in the workplace. DC GIS includes more than 240 digital maps and associated databases. Collectively, DC GIS maps and data form a detailed knowledge base that crosses agency boundaries and

supports a wide variety of applications including homeland security, economic development, environmental protection, government operations, law enforcement, policy analysis, public works, public health, transportation and urban planning.

The TCA Series includes the following courses:

- Overview of DC GIS Using ArcGIS
- ArcGIS
- Google DC

230 Overview of DC GIS Using ArcGIS 6 hours (1 six-hour day=0.6 CEUs)

Description

Through this fundamental overview of geographic information system-based DC GIS resources, employees will receive an introduction to using the applications and data.

Objectives

- Receive an overview of DC GIS usage within the District government, including examples of what District agencies are doing with the technology.
- Receive an introduction to DC GIS, including organizational structure, federated data model and logging onto DC GIS.
- Learn how to use DC GIS and find resources on <http://DCGIS.in.dc.gov>
- Understand the purpose and goals of the DC GIS Steering Committee.
- Understand geospatial services provided by the OCTO GIS Group.
- Understand geospatial services provided by the Office of Planning.
- Learn how to request a custom map.
- Become familiar with the DC GIS federated data model.
- Understand DC GIS geospatial Web services.
- Gain an understanding of major DC GIS data sets, including addresses, planimetrics, imagery, real property and transportation.
- Use the DC Atlas Web-based solution and the DC Guide to Web-based solutions.
- Become familiar with DC Stat—Neighborhood View.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Any employee who is interested in using GIS

Prerequisites

Experience with Microsoft Windows 98, 2000, NT or XP and good keyboard and mouse skills

232 ArcGIS 18 hours (3 six-hour days–1.8 CEUs)**Description**

Employees receive a customized introduction to ESRI's ArcGIS desktop mapping software, focused on District data and applications. They will learn fundamental GIS concepts and how to query a GIS database, manipulate tabular data, edit spatial and attribute data and present data clearly and efficiently using maps and charts.

Objectives

- Receive an introduction to DC GIS, including organizational structure, federated data model, logging onto DC GIS and finding resources on <http://DCGIS.in.dc.gov>.
- Receive an overview of ArcGIS, including capabilities and applications, interacting with the interface and basic display.
- Understand data concepts, including representing spatial data and descriptive information.
- Understand major DC GIS data sets, including addresses, planimetrics, imagery, real property and transportation.
- Use DC GIS layer files to learn about default cartographic standards.
- Learn about ArcGIS software components, such as ArcMap™, ArcCatalog™, ArcTools™ and associated extensions.
- Become familiar with spatial coordinate systems used by DC GIS.
- Learn how to query data by selecting and identifying features and creating reports and graphs.
- Understand geocoding, including how to use the DC Master Address Repository.
- Use standard map displays, including creating, symbolizing and scaling maps and adding map elements.

Competencies

Job Knowledge, Use of Technology

Who Should Attend

Employees who have taken the Overview course and are interested in a more in-depth understanding of ESRI's ArcGIS application

Prerequisites

Overview of DC GIS Services Using ArcGIS; Microsoft Windows 98, 2000, NT or XP

234 Google DC 6 hours (1 six-hour day–0.6 CEUs)**Description**

This stand-alone course provides an introduction to Google DC, the District's customized version of Google Earth. Employees will learn how various agencies in the District are using Google DC to assist with resource management. Employees will also learn to use Google DC to visualize existing DC GIS data sets and their own data.

Objectives

- Receive an introduction to Google DC.
- Learn how agencies are using Google DC.
- Explore the Google DC interface.
- Use Google DC.
- Learn about the future of Google DC.

Competencies

Job Knowledge, Use of Technology

Who should attend

Employees interested in learning how to use Google DC

Prerequisites

None

Workplace Essentials Series

The Workplace Essentials Series provides courses that focus on improving employees' basic skills in customer service, written communication and analytical reasoning skills. All courses use adult learning principles and employees have ample opportunity to learn new skills and practice them in class.

The Workplace Essentials Series includes the following courses:

- Critical Thinking
- Practical Writing for D.C. Government Employees
- Providing Quality Customer Service in Government: The Other Side of the Window
- Writing for Impact and Communicating for Results

300 Critical Thinking 6 hours (1 six-hour day–0.6 CEUs)

Description

Critical thinking is based conceptually on the ancient Greek ideal of “living an examined life.” Those who use these skills empower themselves to achieve a more practical, more logical and less stressful way of living. Through this high-impact program, employees will learn the insights, processes and applications of self-examination and improvement that will lead to greater confidence, productivity and mental alertness.

Objectives

- Sharpen analytical and cognitive thinking skills.
- View circumstances from a broader perspective.
- Evaluate, question and adjust logic and reasoning.
- Understand types of thinking and how to use each one.
- Dissect problems, assess alternatives and create and implement plausible solutions.

Competencies

Job Knowledge, Operational and Strategic Planning

Who Should Attend

Open to all employees

Prerequisites

None

301 Practical Writing for D.C. Government Employees 6 hours (1 six-hour day–0.6 CEUs)

Description

Designed for employees to apply the techniques they learned in the DCHR e-Learning courses Fundamental Sentence Structures, Complex Sentence Structures and Advanced Grammar. Employees will improve their writing skills, with a focus on more technical materials, and will plan, draft and revise written materials commonly used in the workplace. Employees will learn how to produce clear and succinct reports, decision memoranda and letters, using D.C. government templates.

Objectives

- Understand the structural and grammatical differences between writing technical documents and writing everyday memoranda and correspondences.
- Identify the audience and tailor the content to the reader.
- Learn how to avoid common errors, such as wordiness, inconsistency and lack of clarity.
- Use D.C. government templates for interoffice memos and letters.

Competencies

Communication, Job Knowledge

Who Should Attend

Open to all employees

Prerequisites

Recommended prerequisite courses are Fundamental Sentence Structures, Complex Sentence Structures and Advanced Grammar (DCHR e-Learning courses)

302 Providing Quality Customer Service in Government:**The Other Side of the Window 6 hours (1 six-hour day–0.6 CEUs)****Description**

High-quality customer service is critical for every organization. This course provides the framework for outstanding customer service techniques and best practices. Employees will learn different methodologies and acquire tools and tips to ensure that customers are impressed with the efficiency and timeliness of the service they receive and the level of professionalism with which District government employees provide service. Employees will learn about attitudes and perceptions and will take a realistic look at the day-to-day workplace.

Objectives

- Enhance the ability to handle difficult customers and situations.
- Learn how to apply flexibility and common sense so that working “by the book” does not preclude satisfying the customer.
- Understand the “real” human needs and concerns of customers who contact District agencies for assistance.
- Obtain tips on treating customers with the same degree of courtesy and respect, regardless of the circumstances.

Competencies

Communication, Customer Service, Goal Attainment, Problem Solving

Who Should Attend

Open to all employees

Prerequisites

None

303 Writing for Impact and Communicating for Results..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will learn the rules and tools for getting written words across with effect and style. They will learn how to make more visually appealing documents and prevent typical business writing errors. In addition, employees will develop skills to communicate more clearly in one-on-one or group interactions by understanding their own communication style and how to use it to their advantage.

Objectives

- Learn how to draft clear, concise documents.
- Understand communication style.

Competencies

Communication

Who Should Attend

Open to all employees

Prerequisites

Practical Writing for D.C. Government Employees

Career Development Series

The Career Development Series focuses on providing courses and seminars to assist employees with their career development and professional growth. These courses are open to all employees.

The Career Development Series includes the following courses:

- Enhance Your Professional Image
- Mapping Out Your Career Path
- Résumé Building and Interviewing Skills
- Understanding Your Personality Type: Using the Myers-Briggs Type Indicator®
- Work-Life Effectiveness

400 Enhance Your Professional Image 3 hours (1 three-hour day–0.3 CEUs)

Description

The way employees dress, speak and act dictates others' perceptions of them and, ultimately, how they perceive themselves. Attitude, appearance and body language are just a few of the things that influence the positive or negative image they project. Employees will explore the essential ingredients of creating and maintaining a successful professional image that attracts respect and elicits action.

Objectives

- Understand what a professional image is and how to reshape yours for the best results.
- Understand the elements of appearance, body language, nonverbal communication and a positive, inviting attitude.
- Identify opportunities in your professional image.
- Learn to apply your “best qualities” to your work environment.

Competencies

Flexibility/Adaptability

Who Should Attend

Open to all employees

Prerequisites

None

401 Mapping Out Your Career Path 3 hours (1 three-hour day–0.3 CEUs)

Description

To be prepared for their ideal job or career, employees should have a clear picture of what it is they are looking for and what suits them best. The clearer their career road map is, the easier it will be for them to pursue and achieve it. Employees will identify and prioritize their favored transferable skills and their job preferences, and they will create a strategic career plan for achieving their goals.

Objectives

- Identify your transferable physical, mental and interpersonal skills.
- Prioritize your favored transferable skills.
- Identify your job preferences.
- Overcome career barriers.
- Create a strategic career plan.

Competencies

Communication, Goal Attainment, Flexibility/Adaptability

Who Should Attend

Open to all employees

Prerequisites

None

402 Résumé Building and Interviewing Skills..... 3 hours (1 three-hour day–0.3 CEUs)**Description**

Employees will learn whether their résumé makes an effective and dynamic first impression. They will learn tips and techniques for preparing a résumé that will get them noticed, and they will gain insights into strategies that today's interviewers use when making their selection decisions.

Objectives

- Understand how to avoid common résumé and interview errors.
- Learn how to answer typical interview questions.
- Discuss how to formulate thoughtful interview questions.

Competencies

Communication

Who Should Attend

Open to all employees

Prerequisites

None

403 Understanding Your Personality Type: Using the Myers-Briggs Type Indicator® 3 hours (1 three-hour day–0.3 CEUs)**Description**

The Myers-Briggs Type Indicator (MBTI) is an indispensable tool to help employees improve their understanding of themselves—their strengths and possible areas of weaknesses—as well as the personality types of their supervisor and co-workers. Employees will learn to use the MBTI to pick among career options, restructure their current job, and improve interpersonal relationships.

Objectives

- Complete the MBTI assessment instrument (prework).
- Learn about the fundamentals of personality types and real-life applications in the areas of career, workplace and learning style.
- Learn methodologies for building relationships.

Competencies

Flexibility/Adaptability

Who Should Attend

Open to all employees

Prerequisites

None

404 Work-Life Effectiveness 3 hours (1 three-hour day–0.3 CEUs)**Description**

Work-Life Effectiveness applies to all employees, whether they are baby boomers or generation X or Y. Demanding schedules and life's personal responsibilities frequently leave people feeling frustrated, with no sense of control and productivity at work or home. In the past, this topic was not as important as it is today because people were often able to attend primarily to one major role in their life (for example, work outside of the home or stay at home) rather than juggle several combined roles that are prevalent today (for example, busy professional working parent). Employees will learn to create a culture that integrates work, family and social lives by using tools and strategies to achieve and maintain a suitable work-life balance. They will assess and evaluate their level of satisfaction in various areas of their lives and develop an effective plan that will create more balance. They will also explore ways to align the working relationships among the various generations in the District government.

Objectives

- Identify how your time is spent.
- Understand how planning and prioritizing improve productivity in work and life.
- Learn strategies to integrate work and life responsibilities.
- Learn methods of managing stress and creating overall wellness.
- Understand the complexity of the working culture among the generations.

Competencies

Flexibility/Adaptability

Who Should Attend

Open to all employees

Prerequisites

None

Organizational Skills Series

The Organizational Skills Series courses are designed to provide employees with an understanding of the current issues they face in today's organizations and to teach skills that will help them operate effectively. The courses in this series are open to all employees.

The Organizational Skills Series includes the following courses:

- Anger Management
- Communicating Nondefensively
- Developing Powerful Communication and Listening Skills
- Effective Presentation Skills
- Effective Time Management Skills
- Handling People With Tact and Skill
- Managing Effective Business Meetings
- Sexual Harassment/Diversity
- Thinking Outside the Box: Creativity and Problem Solving
- Understanding Stress and How to Manage It
- Violence and Safety in the Workplace
- Values and Ethics

500 Anger Management..... 6 hours (1 six-hour day–0.6 CEUs)

Description

Anger has many faces, from mild annoyance to full-blown rage. It is also a completely normal, usually healthy human emotion that, when not expressed appropriately, can become very destructive and lead to problems on the job, at home and with employees' health. Anger can also make employees feel as though they are at the mercy of an unpredictable and powerful emotion. Employees will learn to understand their emotions and control their anger.

Objectives

- Learn to identify the stages of anger.
- Understand what anger is and what triggers it.
- Employ strategies that help you control your anger.
- Discover other outlets for your anger.

Competencies

Communication

Who Should Attend

Open to all employees

Prerequisites

None

501 Communicating Nondefensively 6 hours (1 six-hour day–0.6 CEUs)

Description

Employees sometimes express an opinion that leads others to become defensive or hostile, even though they did not mean it personally. Many people have reasons for believing they are being attacked. Defensive behavior can lead to hurt feelings, arguments and hostilities and often affects a variety of relationships. The defensiveness chain that is created impairs communication and reduces productivity. Employees will learn five essential skills that promote a productive work environment. Employees will gain a clear understanding of why all people are naturally defensive, learn the symptoms and consequences of inappropriate defensiveness and learn how to disengage from a defensive position. Employees also will learn how to empathize with and disarm a defensive person, how to inquire and focus on the issues, how to nondefensively disclose their own needs and goals and depersonalize the issues.

Objectives

- Recognize the signs of defensiveness in yourself and others.
- Understand how defensiveness can result in a *Defensiveness Chain*.
- Take responsibility for the way you communicate by improving your self-esteem and refraining from blaming others for your own mistakes.
- Implement the Five Skills of Nondefensive Communication.

Competencies

Communication, Job Knowledge

Who Should Attend

Open to all employees

Prerequisites

None

502 Developing Powerful Communication and Listening Skills 6 hours (1 six-hour day–0.6 CEUs)

Description

The ability to communicate more effectively is often an undervalued skill. When employees' communication skills are ineffective, trust, teambuilding and performance are just a few of the many essential competencies and qualities of their lives that are compromised. Listening is easy, although many employees use only one-third of their listening capacity, but understanding is challenging. Employees will learn to expand their listening skills to capitalize on their ability to truly understand the message. They will also learn how to process greater amounts of information, retain more, read between the lines and learn how to maximize communication skills for maximum results.

Objectives

- Assess your ability to listen and retain information.
- Learn and strengthen habits for active listening.
- Identify listening barriers.
- Identify effective communication techniques.

Competencies

Communication

Who Should Attend

Open to all employees

Prerequisites

None

503 Effective Presentation Skills 12 hours (2 six-hour days–1.2 CEUs)

Description

Employees will learn the skills necessary to prepare and deliver lively presentations. They will master methods for speaking with authority and enthusiasm. They will learn how to organize their thoughts and data for maximum effect and how to develop eye-catching visual aids. Employees will also learn how to use nonverbal communication effectively.

Objectives

- Build rapport and credibility with the audience.
- Answer questions effectively.
- Motivate audiences to action.
- Develop audio-visual aids.
- Use effective body language, gestures and eye contact.

Competencies

Communication

Who Should Attend

Open to all employees

Prerequisites

None

504 Effective Time Management Skills 3 hours (1 three-hour day–0.3 CEUs)

Description

Employees will learn simple, practical techniques to help them develop and implement effective time management skills. These techniques will show them how to identify and focus on the activities that give them the greatest returns. Investing in these time management activities will actually save them time, helping them work smarter, not harder. These same techniques will help employees overcome their work overload—a key source of stress. They will also learn about goal setting, a vitally important skill for deciding what they want to achieve with their life.

Objectives

- Learn strategies to plan and prioritize your workload.
- Learn to organize and set goals.
- Learn skills in decision making, problem solving and delegating.

Competencies

Flexibility/Adaptability, Productivity

Who Should Attend

Open to all employees

Prerequisites

None

505 Handling People With Tact and Skill 6 hours (1 six-hour day–0.6 CEUs)**Description**

Participants will gain insight into how difficult people in their lives think, what they fear and why they behave the way they do. Participants will learn and apply techniques to defuse difficult people and gain their respect. Participants will also learn how to communicate appropriately in sensitive situations.

Objectives

- Learn how to defuse difficult people.
- Understand methods for communicating sensitive information.
- Learn tips for dealing with difficult people.

Competencies

Customer Service, Management of Others

Who Should Attend

Open to all employees

Prerequisites

None

506 Managing Effective Business Meetings 3 hours (1 three-hour day–0.3 CEUs)**Description**

Employees know that meetings can be very productive, but they can also be a colossal waste of time. They know that great meetings can be a pleasure to be in. Employees will learn how to manage focused and relevant meetings that deliver information with the right people in attendance.

Objectives

- Learn to improve meeting management skills.
- Learn the necessary tips and techniques to keep your meetings on target using the “PAT” approach (a Purpose, an Agenda and a Timeframe).
- Learn the importance of interaction guidelines for meeting management.

Competencies

Communication, Management of Others, Teamwork, Productivity

Who Should Attend

Open to all employees

Prerequisites

None

507 Sexual Harassment/Diversity 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will become familiar with the concepts of sexual harassment and diversity. They will be given clear definitions and examples of sexual harassment, along with guidelines for avoiding and dealing with harassment situations in the workplace. Employees will also explore the dimensions of diversity, challenge assumptions and raise awareness about the importance of having a set of defined values and principles to work effectively cross culturally.

In addition, employees will learn about laws and legislation governing sexual harassment and diversity, as well as the consequences for those involved in violating those laws.

Objectives

- Understand harassment definitions and employment laws.
- Understand gender differences, cultural differences and discrimination.
- Learn about District policies as they pertain to sexual harassment.

Competencies

Communication, Job Knowledge, Teamwork

Who Should Attend

Open to all employees

Prerequisites

None

508 Thinking Outside the Box:**Creativity and Problem Solving 6 hours (1 six-hour day–0.6 CEUs)****Description**

Success in today's tight economy is defined by making the right decisions, solving problems that truly impede success and anticipating the trends that redefining successful organizations. Organizations that attract, retain, and develop the best thinkers and creative employees have a huge competitive advantage. Employees will learn how to improve their decision making by applying creative approaches to problem solving. They will also learn to analyze problems creatively, take steps in creative problem solving, overcome resistance to change and bring creativity to their workplace and personal life.

Objectives

- Apply creative thinking tools and techniques to create new ideas.
- Learn creative thinking skills through creative expression.
- Distinguish between normal thinking and out-of-the-box thinking.
- Learn effective problem-solving techniques.

Competencies

Flexibility/Adaptability, Innovation,
Problem Solving

Who Should Attend

Open to all employees

Prerequisites

None

509 Understanding Stress and How to Manage It 6 hours (1 six-hour day–0.6 CEUs)**Description**

In today's hectic world, stress is an inevitable emotion that affects employees personally and professionally. Because stress inducers cannot be avoided, employees need to develop tools and mechanisms to help them better manage stress. Employees will learn how to manage stress through the use of humor. They will learn to understand their stress inducers and their tolerance for stress. They will explore the physiology of stress and means of managing stress to reduce it or prevent it from reaching unhealthy levels.

Objectives

- Understand your stress inducers and apply quick fix techniques.
- Understand the physiology of stress.
- Eliminate negative thinking.
- Learn how to use humor to reduce stress, improve communication and control anger.

Competencies

Flexibility/Adaptability

Who Should Attend

Open to all employees

Prerequisites

None

510 Violence and Safety in the Workplace..... 3 hours (1 three-hour day–0.3 CEUs)**Description**

According to OSHA, in 2002, more than 4 million cases of workplace injuries were reported in the United States. The Bureau of Labor Statistics' Census of Fatal Occupational Injuries reports that, in 2001, out of a total of 8,786 fatal workplace injuries, 639 were workplace homicides. The statistics are startling. Because employees spend more waking hours at their workplace than they do at home, it is important for them to understand how they can keep themselves safe and avoid incidents of workplace violence. Employees will learn specific, practical techniques for increasing personal safety and procedures for ensuring a safe and secure workplace.

Objectives

- Learn workplace safety requirements.
- Learn how to avoid hazards.
- Understand how to maintain a safe working environment.
- Understand the District's Workplace Violence Policy.

Competencies

Communication, Job Knowledge

Who Should Attend

Open to all employees

Prerequisites

None

511 Values and Ethics 3 hours (1 three-hour day–0.3 CEUs)**Description**

Employees may wonder if it is okay for a consultant to pay for their lunch or if they can get into trouble for accepting a fruit basket or sports tickets that someone sends them. Employees will learn about District government employee conduct regulations, laws governing ethics, acceptable behavior and potential ethical pitfalls for District government employees.

Objective

- Understand the rules governing District government employee conduct.

Competencies

Problem Solving

Who Should Attend

Open to all employees

Prerequisites

None

Human Resources Development Series

DCHR's Human Resources Development Series offers a variety of learning opportunities for District human resources (HR) professionals. Although the courses are designed primarily for HR personnel who must acquire expertise or stay current in their career field, other employees can benefit from the instruction. Some courses are specifically designed to help managers and supervisors understand and manage their HR responsibilities. Other courses address the human resource needs of organizations.

The Human Resources Development Series includes the following courses:

- [Developing Crediting Plans](#)
- [Human Resource Management—EEO/Diversity \(Supervisors only\)](#)
- [Human Resources Management—A Management Guide for Progressive Discipline \(Supervisors only\)](#)
- [Interviewing Techniques for Managers \(Supervisors only\)](#)
- [PeopleSoft e-Recruit](#)
- [PHR/SPHR Certification Preparation Program](#)
- [Rating and Ranking](#)

600 Developing Crediting Plans..... 6 hours (1 six-hour day–0.6 CEUs)

Description

Human resources professionals use crediting plans as formal evaluation tools to rate and rank applicants for a specific position. Employees will learn how to use crediting plans to measure the levels at which eligible applicants possess the job-related knowledge, skills and abilities that are necessary for successful performance in the job to be filled.

Objectives

- Provide an overview of the four key areas of crediting plans, namely job analysis, minimum qualifications, selective placement and quality ranking factors and experience rating schedules.
- Strengthen skills needed to write position descriptions, ranking factors and vacancy announcements.
- Learn how to develop selective placement factors.

Competencies

Job Knowledge, Productivity

Who Should Attend

HR advisors, agency HR staff, supervisors/managers

Prerequisites

None

601 Human Resources Management—EEO/Diversity (Supervisors only)..... 6 hours (1 six-hour day–0.6 CEUs)

Description

Managers and supervisors will receive introductory information for addressing the issue of diversity in the workplace. Employees will explore some reasons for the ongoing changes and composition of the workforce and how to develop productive and inclusive workplace environments. They will also receive a description of legal guidelines and legislation governing employment discrimination in the workplace and will learn about the different types of discrimination and employee rights under the law.

Objectives

- Explore best practices for nurturing diversity in the District government.
- Understand the meaning of diversity.
- Define sexual harassment.
- Define the different types of discrimination.
- Learn reporting procedures.

Competencies

Customer Service, Operational and Strategic Planning, Management of Others

Who Should Attend

MSS and Non-MSS managers and supervisors only

Prerequisites

None

602 Human Resources Management—A Management Guide**for Progressive Discipline (Supervisors only) 6 hours (1 six-hour day–0.6 CEUs)****Description**

Managers and supervisors will receive tools for solving performance and conduct issues through progressive discipline. They will learn the benefits of disciplinary and nondisciplinary actions; the differences between corrective action and adverse action; and the procedural steps outlined in chapter 16 of the District Personnel Manual (DPM) for administering corrective and disciplinary actions, from verbal counseling to summary removals.

Objectives

- Identify the difference between a corrective action and an adverse action.
- Understand how to use the DPM as a resource for the Progressive Discipline Process.
- Understand progressive discipline procedures.

Competencies

Communication, Management of Others

Who Should Attend

MSS and Non-MSS managers and supervisors only

Prerequisites

None

603 Interviewing Techniques for Managers**(Supervisors only) 3 hours (1 three-hour day–0.3 CEUs)****Description**

Interviews are instrumental in determining the best qualified candidates for an available position. Supervisors will receive assistance with their interviewing skills so they can better assess and identify the best qualified candidates by conducting an effective, structured interview.

Objectives

- Introduce and discuss different types of interviews.
- Plan and prepare for a behavior-based interview.
- Learn how to conduct the interview—dos and don'ts.
- Learn how to assess candidates after the interview.

Competencies

Job Knowledge, Productivity

Who Should Attend

Supervisors/managers, HR advisors, agency HR staff

Prerequisites

None

604 PeopleSoft e-Recruit 6 hours (1 six-hour day–0.6 CEUs)**Description**

Employees will receive an overview of the online recruiting process for the District. They will learn how to create a job requisition, apply for an online job, create/update résumés, apply for jobs, search for qualified applicants, understand the interview process and run related reports.

Objective

- Receive an introduction to the features and functionality of using PeopleSoft during the recruiting process.

Competencies

Job Knowledge, Productivity

Who Should Attend

HR advisors, agency HR staff, supervisors/managers

Prerequisites

None

605 PHR/SPHR Certification Preparation Program ... 40 hours (twelve 3.4-hour days–4.0 CEUs)

Description

HR professionals will receive a broad overview of human resource management. They will also receive assistance in preparing for Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR) certification exams, using material that reflects the Human Resource Certification Institute (HRCI) content outline of the body of knowledge in human resource management.

Please note: This course is not a substitute for the certification examination. Employees wishing to take either the PHR or SPHR examination must complete a separate application form available through HRCI.

Objectives

- Review the six core content areas of the HRCI Body of Knowledge.
- Obtain guidance on which test to take.
- Review the most commonly asked exam questions.
- Receive test-taking tips for both exams.
- Gain access to numerous practice tests aimed at both PHR and SPHR test takers.

Competencies

Job Knowledge, Productivity

Who Should Attend

HR advisors, agency HR staff, supervisors/managers

Prerequisites

HR experience needed to qualify for the PHR/SPHR examination

606 Rating and Ranking 6 hours (1 six-hour day–0.6 CEUs)

Description

Employees will learn how rating and ranking is an essential process in a crediting plan. They will learn about the appropriate use of category-based rating of potential candidates, the preparation of certificates for the selecting official and the proper selection of candidates from the certificate.

Objectives

- Identify the goals of category rating and selecting as a means for assessing and selecting candidates.
- Define and describe the quality categories that are used with category rating and selection.
- Assure that proper selections are made from the certificate.
- Place qualified applicants into the appropriate category and prepare properly ordered certificates.
- Apply Veterans' Preference as prescribed in the Homeland Security Act.

Competencies

Job Knowledge, Productivity

Who Should Attend

HR advisors, agency HR staff, supervisors/managers

Prerequisites

None

Contracting and Procurement Skills Series

For the Contracting and Procurement Skills Series, DCHR has partnered with the Office for Contract and Procurement (OCP) to offer essential, District-focused courses in contracting and procurement.

Employees who want more information or want to register should contact the Office of Contracting and Procurement at (202) 724-4235.

The Contracting and Procurement Skills Series includes the following courses:

- [Introduction to D.C. Government Contracting: The Basics](#)
- [The COTR Training Program](#)
- [Creating Effective Statements of Work](#)
- [D.C. Government Purchase Card Program](#)

101A Introduction to D.C. Government Contracting: The Basics

2 hours (1 two-hour day–0.2 CEUs)

Description

Employees will receive an overview of the procurement process. They will learn the basic stages of purchasing, from start to finish, and receive insight into the roles and responsibilities of the requesting agency and the procurement office.

Objectives

- Understand the role of the agency and the role of the procurement office during a purchase.
- Become familiar with purchase thresholds and associated methods.
- Understand ground rules and ethics for purchasing in the District.

Competencies

Job Knowledge

Who Should Attend

All District Employees

Prerequisite

None

102A The COTR Training Program.....

6 hours (1 six-hour day–0.6 CEUs)

Description

This course is for the designated representative acting on behalf of the government during the contracting process. The Contracting Officer's Technical Representative (COTR) is in a position of great responsibility. Directly interfacing with contractors, COTRs are responsible for keeping Contracting Officers fully informed on a project's progress and must monitor, inspect and accept work performed under the contract. In addition, the COTR is responsible for the technical administration of a contract and may advise contractors on the full range of technical matters having an effect on contractors' performance.

Employees will receive tailored but comprehensive training on managing contract awards and performance situations that COTRs face. Employees will receive guidance on actions necessary to ensure that a contract's goals are successfully met.

Objectives

- Understand the importance of administering a contract after it has been awarded.
- Discuss pitfalls of poor contractor performance.
- Learn the process for documenting performance.

Competencies

Job Knowledge

Who Should Attend

District employees designated as COTRs

Prerequisite

Introduction to D.C. Government Contracting: The Basics

104A Creating Effective Statements of Work..... 6 hours (1 six-hour day–0.6 CEUs)**Description**

This course examines the quality of a contractor's performance as it relates to the quality of the statement of work. The statement of work is the primary method used by the government to communicate its requirements to contractors.

This course demonstrates how to lay a solid foundation for any contract by establishing a sound and effective statement of work. Through interactive discussion, employees will learn the elements of a good statement of work and how to effectively structure this document to obtain the goods and services needed.

Employees will examine topics such as critical steps to take in fulfilling agency responsibilities in developing the procurement package; establishing performance goals; structuring incentives, deductions and penalties in conjunction with those goals; quality assurance surveillance plans; and selection of technical evaluation factors. They will also learn the roles of contracting and program managers in the process.

Objectives

- Understand the importance of a clearly defined request for a statement of work.
- Determine how a contractor's performance is measured.
- Understand word choice when writing a statement of work.

Competencies

Job Knowledge, Productivity

Who Should Attend

Requisitioners and program/project managers

Prerequisite

Introduction to D.C. Government
Contracting: The Basics (*recommended*)

118A D.C. Government Purchase Card Program 3 hours (1 three-hour day–0.3 CEUs)**Description**

Employees will learn about facilitating the acquisition and issuance of purchase cards, which are efficient for managing small businesses, to agencies deemed responsible enough to use and manage the card to buy commercially available goods and services. They will learn about policies and procedures and the online reconciliation, which is required for all card holders, approvers, agency program coordinators and designated billing officials.

Employees who want more information about the P-Card program, can visit <http://wiki.in.dc.gov/index.php/P-CARD>.

Objectives

- Understand the value and responsibility of having a purchase card.
- Become familiar with prohibited purchase items.
- Understand ground rules and ethics for purchasing in the District.

Competencies

Job Knowledge

Who Should Attend

Card holders, approving officials, agency program coordinators, designated billing officials

Prerequisite

Introduction to D.C. Government
Contracting: The Basics (*recommended*)

Professional Development Series

The Professional Development Series focuses on providing courses and seminars to help employees stay current or advance in their careers. Where indicated, some of the courses are restricted to employees in specific occupational groups.

The Professional Development Series includes the following programs and courses:

- [Essentials for Office Professionals](#)
- [Project Management Institute Certification Preparation Course](#)
- [Train the Trainer](#)

700 Essentials for Office Professionals 12 hours (2 six-hour days–1.2 CEUs)

Description

Administrative professionals are often an overlooked and undervalued part of our agency personnel. Administrative professionals with well-developed administrative, business and communications skills are key components of every District government agency at every level.

Employees will learn various facets of office life, including management skills, dynamic productivity skills, meeting minute taking, effective communication, enhancing customer service, managing multiple tasks, building workplace relationships, dealing with stress, conflict management and project management tools and techniques.

Competencies

Job Knowledge, Professionalism, Productivity

Who Should Attend

District administrative professionals

Prerequisite

None

701 Project Management Institute Certification Preparation Course 40 hours (5 eight-hour days–4.0 CEUs)

Description

Most current management thinking in the world focuses on getting new projects done better, faster and cheaper. The management of projects is a critical skill area that has seen explosive growth, even in poor economic times. Accordingly, companies are demanding that projects be managed effectively and have turned to organizations such as the Project Management Institute (PMI) to provide a framework for certifying Project Management knowledge. Employees will receive assistance in preparing for the PMI certification. They will participate in group discussions with a practicing Project Management Professional (PMP) and will receive practice questions and answers that they will review to fully understand the concepts. They will also review valuable examination tips to minimize time wasters and “examination jitters.”

Please note: This program is not a substitute for the certification examination. Employees wishing to take the PMP examination must complete a separate application form available through PMI.

Objectives

- Fully understand the Project Management Body of Knowledge (PMBOK), the 9 PM Knowledge Areas, the 5 Process Groups and 42 Defined PM Disciplines and their associated Inputs, Tools and Techniques and Outputs.
- Demystify the PMI examination process and understand ways to improve your score.
- Reduce anxiety about a formal examination process.
- Learn the PMBOK terminology and relationships to your actual project experiences.
- Satisfy the PMP application education requirement.

Competencies

Job Knowledge, Productivity

Who Should Attend

District employees who are qualified and are preparing to sit for the PMI's PMP examination

Prerequisite

Experience as a project manager/team leader

702 Train the Trainer 12 hours (2 six-hour days–1.2 CEUs)

Description

Employees who are accountable for training in their organization will learn the essential skills for transferring knowledge to adult learners in a way that is educational, interesting and interactive.

Objectives

- Learn the essential skills for teaching adult learners.
- Learn how to design and develop training that “sticks.”
- Learn how to create a learning environment that is conducive to learning and is fun.
- Learn skills that will increase your confidence and credibility.
- Learn how to plan, develop and create training for virtual delivery.

Competencies

Job Knowledge

Who Should Attend

HR/training professionals, subject matter experts and other employees who are assigned training responsibilities

Prerequisites

None

Management and Leadership Development Series

The Management and Leadership Development Series provides aspiring and current District government leaders and managers with the theoretical and intellectual foundations of leadership in the public sector and exposes them to current innovative practices and skills in public administration. It also provides opportunities for interacting with employees from other agencies to share problems, develop joint solutions and establish much needed networks—all with a view toward transforming the District government into a high-performance organization. The ultimate goal of the Management and Leadership Development Series is to create a cadre of effective, high-performing managers and leaders who will accomplish the following:

- Become the architects of a new and improved District government.
- Develop the skills to become leaders in the truest sense of the word.
- Use proven principles and practices of leadership to create processes and procedures to align individual performance with organizational performance.
- Successfully lead teams and workgroups in achieving shared organizational goals and objectives.
- Promote learning, communication and an acceptance of change.

This series offers a three-tiered approach to leadership, with each tier building on the previous one and with each possessing its own unique set of requirements and prerequisites. **This series is open to both MSS and Non-MSS managers and supervisors.**

Tier I: Foundations of Management

The goal of this series is to provide managers and aspiring managers with the foundation skills, perspectives and basic tools of management that will enable them to function in leadership roles. Employees may take the courses either as stand-alone sessions or as electives in conjunction with one of the other Management and Leadership/Development programs to enhance learning.

The Foundations of Management series includes the following courses:

- [Introduction to Supervision](#)
- [Mastering the Art of Change](#)
- [Motivation and Team Building](#)

Tier II: Applied Learning for District Managers and Supervisors (MSS and Non-MSS)

Managers and supervisors cannot accomplish work without the support of their staff. Managers' and supervisors' style and influence over people are as important as the skills and knowledge they bring to their job. This series provides the necessary tools for managers and supervisors to effectively manage themselves and their team. They will gain insight into building collaborative relationships and motivating employees and they will learn practical skills for achieving high productivity for District government operations. Individuals may take any one or all the courses in this series. **The Applied Learning for District Managers and Supervisors is open to both MSS and Non-MSS employees** and includes the following courses:

- [Critical Thinking for Supervisors and Managers](#)
- [Ethical Decision Making for Managers](#)
- [Human Resources Management—EEO/Diversity*](#)
- [Human Resources Management—A Management Guide for Progressive Discipline*](#)
- [Interviewing Techniques for Managers*](#)
- [Leadership Essentials](#)
- [Management Dynamics](#)
- [Performance-Based Budgeting](#)
- [Performance Management](#)
- [Performance Measurement](#)
- [Project Management](#)
- [Reasonable Suspicion: Drug and Alcohol Testing](#)
- [Writing for the Professional](#)

**The descriptions for these courses can be found in the Human Resources Development Series.*

Tier III: Certified Public Manager (CPM) Program

The District of Columbia's Certified Public Manager (CPM) program develops a highly skilled, well-trained managerial and executive corps that is capable of providing the leadership necessary to transform the District government into a high-performance organization. The CPM program is provided in partnership with The George Washington University's Center for Excellence in Public Leadership. The program includes a basic leadership course that develops core public

management competencies, a year-long course of professional instruction in advanced leadership and leadership skills and a major team-based management reform project that contributes directly to the District's transformation. All components follow an intensive

instructional format and incorporate mentoring, coaching and developmental assignments with senior District government officials, faculty and business leaders. More information on the CPM program is available on page 46 of this catalog.

Tier I: Foundations of Management

800 Introduction to Supervision 12 hours (2 six-hour days–1.2 CEUs)

Description

Employees who are making the transition from line staff to their first supervisory position or those managers who want to sharpen their skills will learn solid supervisory techniques that will be invaluable in the workplace. They will learn the basics of coaching delegation, communication and motivation, and they will discover the necessary ingredients to understand their new role or better understand their existing role.

Objectives

- Provide the necessary knowledge, skills and behaviors for supervisors to increase their effectiveness in their current roles.
- Provide managerial skills that enable supervisors to adapt to changing demands in the future.
- Improve succession planning by providing a structured development program that will enable supervisors to fulfill their potential within their department.

Competencies

Leadership, Management of Others

Who should attend

Managers and aspiring managers who want to develop and enhance skills in management and leadership

Prerequisites

None

801 Mastering the Art of Change 6 hours (1 six-hour day–0.6 CEUs)

Description

Change is inevitable. But when change occurs, many employees lack the broader knowledge of why new systems and structures are necessary. As a result, senior executives, front-line managers and human resource professionals must partner together and help agencies lead and manage change. Managers responsible for facilitating or implementing change initiatives will learn to identify key organizational or business drivers that underlie the need for change. They will learn how to work with key stakeholders in ways that build support and ensure positive outcomes.

Objectives

- Define change management.
- Learn how to deal with the intellectual and emotional effects of change on employees.
- Learn the role of communication in helping your agency move from fear to commitment.
- Acquire tools for creating an effective change management plan.
- Understand the six-step change management process and key activities.
- Understand the effect of change on key human resources systems.
- Learn how to assess the results achieved and the effect on change.

Competencies

Operational and Strategic Planning,
Management of Others

Who should attend

Managers and aspiring managers who want to develop and enhance skills in management and leadership

Prerequisites

None

802 Motivation and Teambuilding 12 hours (2 six-hour days–1.2 CEUs)**Description**

There is something to be said for a happy staff. Motivated employees are more committed to their jobs, work harder, show enthusiasm, value teamwork and are friendly to co-workers and customers. Conversely, demotivated staff members are more likely to take sick days, demonstrate poor customer service and exhibit poor performance and low morale. Managers will learn strategies for motivating employees within the constraints of the organization and gain an understanding of the importance, development and power of high-performance teams.

Objectives

- Learn how to motivate others and how to keep your team focused.
- Learn the essential skills for developing a strong team.
- Examine the characteristics of high-performing teams.

Competencies

Communication, Leadership, Management of Others, Teamwork

Who should attend

Managers and aspiring managers who want to develop and enhance skills in management and leadership

Prerequisites

None

Tier II: Applied Learning for District Managers and Supervisors (MSS and Non-MSS)

900 Critical Thinking for Supervisors and Managers 12 hours (2 six-hour days–1.2 CEUs)**Description**

Through the following modules, managers and supervisors will be exposed to insights, processes and applications of self-examination and improvement that will lead them to greater confidence, productivity and mental alertness: The Supervisor's Role, What Is Critical Thinking, The Need for Critical Thinking, Attributes of a Critical Thinker, Understanding Learning and Communication Styles, Full-Spectrum Critical Questioning and Evaluating Critical Thinking Skills.

Objectives

- Develop a working definition of critical thinking.
- Identify your personal style and preferences.
- Learn to ask “big picture” questions.
- Learn how to constructively challenge assumptions and expand perceptions about situations.
- Come to better conclusions and decisions.
- Provide supervisors with strategies for setting the example to motivate and influence staff to use critical-thinking techniques.
- Effectively manage team dialogue issues, ideas and actions.

Competencies

Leadership, Management of Others, Flexibility/Adaptability, Teamwork

Who should attend

MSS and Non-MSS managers and supervisors

Prerequisites

None

901 Ethical Decision Making for Managers 6 hours (1 six-hour day–0.6 CEUs)

Description

For managers and supervisors, making ethical decisions in the workplace is a delicate balancing act between competing forces. Easy decisions such as “should I embezzle hundreds of thousands of dollars” are obvious and generally do not require much help or analysis to determine whether they are ethical or not. It is a bit tougher, however, when leaders must make decisions that fall in a gray area that could affect their future, their family or other things that they personally value, or when decisions fall between two competing “right” things to do. Leaders must be able to provide strong direction, make decisions, and set examples for their organizations to follow. Managers and supervisors will focus on ethical decision making and learn how to recognize, analyze and resolve ethical dilemmas they face as managers in the District government.

Objectives

- Recognize and avoid unprofessional and unethical practices.
- Learn how to clarify communication of ethical expectations.
- Understand the effects of unethical actions on the organization.

Competencies

Leadership

Who should attend

MSS and Non-MSS managers and supervisors

Prerequisites

None

601 Human Resources Management—EEO/Diversity 6 hours (1 six-hour day–0.6 CEUs)

See page 32 for course description.

602 Human Resources Management—A Management Guide for Progressive Discipline 6 hours (1 six-hour day–0.6 CEUs)

See page 33 for course description.

603 Interviewing Techniques for Managers 6 hours (1 six-hour day – 0.6 CEUs)

See page 33 for course description.

902 Leadership Essentials 12 hours (2 six-hour days–1.2 CEUs)

Description

Leadership is difficult to define but most leaders can identify essential leadership skill sets for any leadership situation. Managers and supervisors will learn a variety of effective leadership ideas and actions, with an emphasis on the District’s general work environment.

Objectives

- Develop a self-awareness of individual leadership/management preferences or styles; identify personal areas for improvement and begin the process to meet those goals.
- Increase overall understanding of leadership issues and apply basic principles of leadership to lead people and organizations.
- Increase awareness and appreciation of excellence in municipal leadership and understand the effects of leadership on individuals, organizations and municipal life.

Competencies

Customer Service, Managing People, Flexibility/Adaptability, Leadership, Initiative, Strategic Planning, Operations Planning and Evaluating, Teamwork, Job Knowledge, Use of Technology, Integrity and Trust, Communication

Who Should Attend

MSS and Non-MSS managers and supervisors (CPM graduates are exempt)

Prerequisites

None

903 Management Dynamics 6 hours (1 six-hour day–0.6 CEUs)

Description

Effective managers adapt their leadership style to facilitate cooperation among their employees and workgroups. Managers and supervisors will examine how self-perception, individual style and expectations influence how people think, work and communicate. They will use the Myers-Briggs Type Indicator to gain a better understanding of themselves and others to help create more effective teams and work environments.

Objectives

- Develop a basic understanding of management type concepts.
- Complete an MBTI self-assessment and self-verify the results.
- Develop an understanding of how your style affects others.

Competencies

Communication, Leadership, Management of Others

Who should attend

MSS and Non-MSS managers and supervisors

Prerequisites

None

904 Performance-Based Budgeting 6 hours (1 six-hour day–0.6 CEUs)

Description

Managers and supervisors will examine the role of managerial and cost accounting, auditing and financial controls in allocating organizational resources efficiently and effectively, especially within the public sector. They will spend a major portion of their time examining specific public sector budgeting principles and techniques, financial and cost analysis tools and control and cost accounting systems with an emphasis on auditing and cost comparison methodologies and quantitative techniques for deriving and evaluating cost data.

Objectives

- Understand how municipal jurisdictions are influenced by their population demographics, geography and commercial base and become familiar with the various revenues and debt instruments that may be used to finance them.
- Understand how the District allocates its resources through the budget process by examining basic budgeting structures, systems and types (program, operating and capital).
- Understand the processes and dynamics of public budgeting in the District, including budget development and submission, the appropriations process and oversight/accountability mechanisms.
- Learn about the District's internal financial management control system.
- Understand how to read a basic government financial statement.

Competencies

Operational and Strategic Planning

Who Should Attend

MSS and Non-MSS managers and supervisors only (CPM graduates are exempt)

Prerequisites

None

905 Performance Management 6 hours (1 six-hour day–0.6 CEUs)

Description

This course introduces Performance Management, a system by which performance expectations and objectives are identified, measured and evaluated. Participants will be introduced to the Performance Management theory and process and the yearly performance management cycle.

Objectives

- Review behavior-based competencies.
- Learn how to write S.M.A.R.T. goals.
- Learn how to write development objectives.
- Understand how to provide specific verbal and written performance-based feedback to employees.
- Learn to use the online PM system in PeopleSoft to create performance plans, midyear evaluations and annual evaluations.

Competencies

Customer Service, Operational and Strategic Planning, Management of Others

Who Should Attend

MSS and Non-MSS employees from participating agencies; nonunionized Career Service supervisors; uniformed members of the Metropolitan Police Department at the ranks of lieutenant, captain, inspector, commander and assistant chief

Prerequisites

None

906 Performance Measurement 1.5 hour (90-minute workshop–0 CEUs)

Description

Each new fiscal year, all District agencies are required to compile an agency-specific performance plan that describes metrics, initiatives, goals and targets. These documents, which are published online, serve as the basis for operational planning, budgeting and oversight, both by the executive and by the City Council. Employees will receive information and guidance on creating and updating agency performance plans and will receive particular attention to the role of data and metrics.

Objective

- Create and update agency performance plans.

Competencies

Operational and Strategic Planning

Who Should Attend

MSS and Non-MSS employees from participating agencies

Prerequisites

None

907 Procurement I 6 hours (1 six-hour day–0.6 CEUs)

Description

Public managers will receive an introduction to the skills and knowledge necessary to manage procurement, contracting and outsourcing activities. Managers will also be exposed to current and relevant case studies, from which they can draw principles to implement in their own organizations.

Objectives

- Understand the responsibilities of line or program managers in the acquisition of goods and services, particularly in the day-to-day administration of procurement contracts and contractor relationships.
- Become familiar with the various types of contracts (e.g., fixed price, cost plus) and their relative strengths and weaknesses; be able to analyze a potential outsourcing situation or opportunity and understand how to develop a satisfactory statement of work.

Competencies

Customer Service

Who Should Attend

MSS and Non-MSS managers and supervisors only (CPM graduates are exempt)

Prerequisites

None

908 Project Management 12 hours (2 six-hour days–1.2 CEUs)

Description

Managers and supervisors will learn the practical aspects of project management, including project life cycle; planning, scheduling and controlling; risk analysis; project teams and politics; defining project requirements; and project termination. They will also learn project management core competencies, as defined by the Project Management Institute.

Objective

- Learn aspects of project management.

Competencies

Job Knowledge, Operational and Strategic Planning, Use of Technology

Who Should Attend

MSS and Non-MSS managers and supervisors only (CPM graduates are exempt)

Prerequisites

None

909 Reasonable Suspicion: Drug and Alcohol Testing 5 hours (1 five-hour day–0.5 CEUs)

Description

Managers and supervisors will receive an overview of the District's Drug-Free Workplace Program that includes drug and alcohol education, the DCHR Drug and Alcohol Policy and instruction in making reasonable suspicion determinations. Upon successful completion, leaders will be qualified to make formal observations of suspected substance use and submit referrals for reasonable suspicion testing.

This training is mandatory pursuant to the Child and Youth Safety and Health Omnibus Amendment Act for all managers and supervisors in covered agencies who supervise safety-sensitive employees. According to Chapter 39 of the DPM, safety-sensitive employees are those employees who have direct contact with children and youth and whose performance of their duties may affect the health, welfare or safety of children or youth.

Objective

- Learn about the District's Drug-Free Workplace Program.

Competencies

Job Knowledge, Productivity

Who Should Attend

Managers and supervisors of safety-sensitive employees

Prerequisites

None

910 Writing for the Professional 6 hours (1 six-hour day–0.6 CEUs)

Description

Managers and supervisors will learn the fundamentals of effective writing, including a review of grammar, punctuation, sentence structure, word choice, reasoning and organization. Leaders will complete an in-class writing assignment to assess their current proficiency level.

Objectives

- Understand the high costs of poor writing and the benefits and rewards of good writing.
- Recognize obstacles to effective writing: ambiguity, wordiness, jargon and poor organization.
- Review basics in subject-verb agreement, subject-pronoun agreement, correct verb tenses and correct sentence structure.
- Learn correct formatting of memoranda and business letters.

Competencies

Communication

Who Should Attend

MSS and Non-MSS managers and supervisors

Prerequisites

None

Tier III: Certified Public Manager (CPM) Program

CPM Program Eligibility and Procedures

The Certified Public Manager Program develops a highly skilled, well-trained managerial and executive corps capable of providing the leadership to transform the District government into a professional, efficient organization.

Eligibility Criteria

Applicants must possess the following qualifications:

- Be current employees of the District of Columbia government, grade DS-13 (or equivalent) or above.
- Have earned a bachelor's degree or have comparable work experience.
- Have senior staff/management experience or demonstrated potential.
- Have the endorsement of the supervisor and agency director.
- Have completed the one-year probationary employment period for D.C. government service.

The Selection Process

Candidates will undergo the following evaluations:

- Application evaluation.
- Supervisory evaluation.
- Writing sample/essay.
- Interview.

Application Evaluation

Applications are rated on the following factors:

- Education.
- Additional relevant training (technical, public speaking and management).
- Awards or outstanding performance evaluations.

Supervisory Evaluation

The supervisor or director with direct knowledge of the employee evaluates the following competencies:

- Judgment/problem solving.
- Planning and organizing/work management.
- Quality orientation/attention to detail.
- Teamwork/collaboration.

Writing Sample/Essay

A two-person panel (consisting of the following professionals) will review the writing sample:

- A George Washington University representative,
- A senior District government executive and/or
- A human resource professional.

Interview

A two-person panel, consisting of a George Washington University representative, a senior District government executive and/or a human resource professional, will interview applicants and evaluate them on the following competencies:

- Analysis/problem assessment.
- Individual leadership/influencing.
- Judgment/problem solving.
- Planning and organizing/work management.
- Quality orientation/attention to detail.
- Teamwork/collaboration.
- Oral communication.

The scores from each of the four steps are totaled and the information is sent to the WDA Associate Director for final selection. Names of successful applicants are announced and a letter of selection or nonselection will be mailed to each applicant's home address.

Special Opportunities for District Government Employees

Mountain State University (MSU)—20-percent reduction for District government employees.

District of Columbia employees can now receive a 20-percent reduction in tuition for Mountain State University's (MSU's) Bachelor of Science in Organizational Leadership or Master of Science in Strategic

Leadership programs. The discount will apply as long as the student is an employee of the government of the District of Columbia.

MSU enables District government employees to receive academic credit for the learning associated with DCHR's WDA professional training.

DC Training Form 1

District of Columbia Government EMPLOYEE TRAINING AUTHORIZATION			<input type="checkbox"/> In-house <input type="checkbox"/> Inter-Agency <input type="checkbox"/> Non-District Government	TC Phone No. Fax No.
1. Name of Participant		Social Security Number ____ _ (last 4 digits)		2. Department/Agency, Bureau, Division etc.
Employee I.D.:		Tel:		Fax:
3. Position, Title, Series, Grade and Step:		4. Description of Duties:		
5. Participant <input type="checkbox"/> has <input type="checkbox"/> has not at least one continuous year of current government service (Federal and DC Government). If not, waiver required.				
6. Continued Service Agreement is <input type="checkbox"/> is not <input type="checkbox"/> required. If required, attach Training Form 1A.				
7. Course Title, Catalog Number, and Description (attach brochure or announcement).				
8. Training Period From: _____ To: _____		9. Number of Course Hours: On Duty: _____ Off Duty: _____ Total: N/A (Weekends only)		
10. Name and Address of Training Vendor:		11. Location of Training Site:		
12. Cost While in Training Paid by (incl. paid leave):		13. Related Cost Paid by:		
	Appropriation	Grant, etc.	Employee	
Salary	\$ _____	\$ _____	\$ _____	Travel (incl. taxi, bus) \$ _____ \$ _____ \$ _____
Benefits	\$ _____	\$ _____	\$ _____	Per Diem (incl. lodging, meals) \$ _____ \$ _____ \$ _____
Tuition	\$ _____	\$ _____	\$ _____	Airfare _____ \$ _____ \$ _____ \$ _____
Fees	\$ _____	\$ _____	\$ _____	Other (specify) Total \$ _____ \$ _____ \$ _____
Books/Materials	\$ _____	\$ _____	\$ _____	
Total	\$ _____	\$ _____	\$ _____	
14. Accounting Classification and Order Number:		16. Signature & Title of Funding Officer (cert. of available funds)		
15. Billing Instructions (forward invoice to):		_____ Signature Date Name and Title: _____		
APPROVALS				
17. I request approval of this training as being necessary to the work of this unit for the following reasons:				
_____		_____		
Signature of Immediate Supervisor		Name, Title and Office Phone Number		
18. Department Head (or Designated Official)		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved		
_____		_____		
Signature		Name and Title		
19. Director of D.C. Department of Human Resources or Designee— Certification and Concurrence		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved		
_____		_____		
Signature		Name and Title		
20. Remarks (include reasons for non-approval):		21. Certification of Training Completion		
		_____ Signature Date		
		_____ Name, Title and Office Phone Number		
FOR WDA USE ONLY		Date Entered:		Confirmation Sent:
				Note:

Instructions

For Completing Employee Training Authorization (DC Training Form 1)

General

The D.C. Training Form 1, *Employee Training Authorization* (Training Form 1) (Rev. 2/09) replaces all previous versions of Training Form 1. This form is to be used in all instances of training, whether in-house, interagency or non-District, for the purpose of authorizing training, indicating time spent in training, identifying all costs associated with training, and serving as a record of the training. All requested information must be furnished for approval of this form.

Specific Items

Upper-right corner block. Check type of training facility, as follows:

In-House means within a specific District department or agency.

Interagency means from another District department or agency.

Non-District means all other sources, including Federal, other state or local, educational institutions or private organizations or individuals.

Item Nos. 1 through 4

Pertinent employment information concerning the training participant.

Item No. 5

Must be completed for interagency or non-District training only.

Note: If less than one year of service, a request for a waiver should be entered in "Department Head" block (item #18). If a waiver is granted by the Director, D.C. Department of Human Resources, a citation of authority (refer to Chapter 13 of the regulations, Employee Development) must be entered in "Remarks" (item #20).

Item No. 6

Mandatory. Must be completed for all training requests.

Note: If training exceeds 80 hours (see item #9), or \$500 in tuition and related fees, complete a D.C. Standard Form (DCSF) 7697-P, Agreement to Continue in Service (Rev. 2/09), and attach.

Item No. 7

Attach brochure, announcement, or catalog description; a photocopy is acceptable.

Item No. 8

Show actual dates of training only. Do not include travel time.

Item No. 9

Show only time actually spent in training. Do not include travel time.

Item No. 10

State the name and mailing address of the school or other organization conducting the training, as shown in course announcement.

Item No. 11

If same as item #10, enter "same." If different, enter complete information.

Item No. 12

All costs of training are to be shown, and by whom paid. If there is no cost for a particular item, state "none." Compute salary for actual hours spent in training. Compute benefits as 10% of salary for time in training.

Item No. 13

All related costs of training are to be shown, and by whom paid. If there is no cost for a particular item, state "none." All travel and per diem must be in accordance with government travel regulations and current D.C. regulations.

Item No. 14

Mandatory. Enter here appropriation symbol and MER number.

Item No. 15

Enter mailing address of agency disbursing office.

Item No. 16

Mandatory. Indicate if D.C. funds, appropriated funds, grant or otherwise controlled by department or agency, are to be used to pay training costs.

Item No. 17

Reason(s) must be stated why training is necessary.

Item No. 18

Must be signed by department head (or his or her designee) indicating that authority has been given, in writing, in accordance with the District Personnel Manual.

Item No. 19

Signature not required for in-house training that is less than eight hours in length, or when authority has been delegated to the department or agency. Mandatory item for all other training.

Item No. 20

If additional space is necessary, attach separate sheet.

Item No. 21

To be completed by official designated by nominating department or agency head.



DC Department of Human Resources

Workforce Development Administration

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Fax: (202) 727-1744
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Government of the District of Columbia
Adrian M. Fenty, Mayor